

REVITALIZING DICTOGLOSS TECHNIQUE IN TEACHING NARRATIVE WRITING AT MTs AL-IKHLAS BONE

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ABSTRACT

Dictogloss is believed to be an effective technique that a teacher can apply in teaching writing. A number of findings indicate that implementation of this technique in the writing learning process can improve students' writing skill. Contemplating the above issues, the researcher is intended to explore how dictogloss technique is implemented in a Junior High School in Bone, South Sulawesi. Below are three research questions formulated as the follow-up to the above issues; How do the teachers in MTs Al-Ikhlal use dictogloss technique in teaching narrative writing? What are the problems faced by the teachers in MTs Al-Ikhlal using dictogloss technique in teaching narrative writing? How do the students perceive the teachers' use of dictogloss technique in teaching narrative writing? Following those formulated research questions, the research seeks to explore; how the teacher uses dictogloss technique in teaching narrative writing at MTs Al-Ikhlal Ujung Bone. the problems faced by the teacher in using dictogloss technique in teaching narrative writing. students' perception on the teacher's use of dictogloss technique in teaching narrative writing. There are at least two benefits which can be derived from the research. Firstly, the research can reveal more realities dealing with the use of dictogloss technique in teaching writing, and secondly, it can result in findings which contribute towards both the related theories and the practice of writing teaching. Considering the important benefits, the researcher believes that the research is researchable and therefore deserves to be conducted as a scientific task.

Exploring teacher's use of dictogloss technique in teaching writing, the research convincingly has both theoretical and practical significance. Theoretically, the research is projected to contribute towards the theories of writing teaching. Meanwhile, practically, the research findings are to become another reference for both EFL teachers and students dealing with the writing teaching and learning. For more details, chart 5.1 of the teacher asked the students questions through one teacher use dictogloss technique (17 %); Teachers does preparation, Teacher reads the text aloud once but normal speed as students listen but do not write (33 %), Teacher reads again the text at normal speed and students take note, Students work in three groups to reconstruct the text in full sentences (50%), and By teacher's help, students identify similarities and differences in terms of meaning and form between their text reconstructions and the original (0.0%). It is so common that one social phenomenon results in different perceptions. This is how we have perception categories. Regarding this, Demuth (2013) mentioned that one's perception on a phenomenon can be categorized as positive or negative, good or bad, etc. Conclusively. The extracts below cover how the teacher employed that exploration of students' perception on the teacher's use of dictogloss technique in teaching narrative writing.

Keywords: Dictogloss Technique, Narrative Writing

INTRODUCTION

Writing is one of the ways used by people to communicate or to express their ideas, thoughts, etc., to other people when it is impossible to communicate orally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English language. It is because, in this globalization era, people are indirectly forced to be able to communicate through English writing with foreigners all over the world, who widely use English, for any purposes by using social media such as facebook, gmail, blog, twitter, etc, in order to expand their world. As advances in technology allow people from nations and cultures throughout the world to interact with each other, the ability to write a second or foreign language is becoming widely recognized as an important skill.

Writing is a complex metacognitive activity that requires an individual's knowledge, linguistic competence, strategies and ability to coordinate multiple processes (Graham, 1997). Following this, mentioned that technically, writing is a process in which a writer imagines, drafts, organizes, reads, edits and rereads a text (Nunan (2003). Conclusively, it takes sufficient linguistic competence, imagination, knowledge and strategies to write well. Thus,

we can now conjecture the common problems faced by learners in the writing learning process.

Writing is believed to trouble many EFL learners. A number of findings indicate that students commonly encounter both linguistic and non-linguistic problems when doing their writing task (Abdulkareem,2015). For instance, found that the common problems faced by Malaysian students in writing deal with vocabulary register, organization of ideas, grammar and spelling, and discovered that Vietnamese students' poor writings are mostly due to their low competence in grammar and vocabulary and low motivation(Huy, 2015). Undoubtedly, this is such a challenge to EFL teachers in a writing class.

Dealing with the principles of writing and common problems faced by learners in doing the challenging task, the above-mentioned ideas lead us to apprehend that teaching writing means guiding learners through the process of converting their ideas into a written work. In relation to this, proposes that in the learning process, a teacher is demanded to employ the right technique in order to help students solve their problems in writing(Juzwiak, 2012). This is how the idea of discerning writing teaching has come up.

Some techniques in teaching writing have been introduced, and dictogloss is one of them. mentioned that in general, dictogloss technique is a technique applied to teach grammatical structures, in which the teacher reads a text to the students at normal speed while they take notes; the students are required to summarize the text in a target-language text(Gibsons, 2002). In the context of writing teaching and learning process, the text being read by the teacher is essentially a real example for the students to follow, hence, after hearing it from the teacher, they are expected to be able to write their own text of the same sort.

Dictogloss is believed to be an effective technique that a teacher can apply in teaching writing. A number of findings indicate that implementation of this technique in the writing learning process can improve students' writing skill. Retnowaty (2017), for instance, found that the use of dictogloss technique can improve senior high school students' writing competence, and Kooshafar, Youhanee and Amirian (2012) discovered that teacher's use of dictogloss technique has a positive contribution towards learners' writing improvement.

1. How do the teachers in MTs Al-Ikhlās use dictogloss technique in teaching narrative writing?
2. What are the problems faced by the teachers in MTs Al-Ikhlās using dictogloss technique in teaching narrative writing?

3. How do the students perceive the teachers' use of dictogloss technique in teaching narrative writing?

The result of this research is positively contributed towards the narrative writing teaching and learning process in the EFL classroom. The research findings reveal that the Revitalizing Dictogloss Technique in Teaching Narrative Writing was something positive to the teaching and learning process; it built and maintain the classroom interaction, helped the students understand the concept of narrative writing, stimulated the students' critical thinking and helped the students develop their ideas in the writing practice. Thus, EFL teachers are expected to strengthen their questioning knowledge and skill for better writing teaching in the classroom.

LITERATURE REVIEW

Retnowaty (2017) conducted a research under the title *The effectiveness of dictogloss technique to improve students' skill in writing expository text* to find out whether or not the teacher's use of dictogloss technique managed to help students improve their narrative text writing skill. The experimental study involved dividing the participants into two groups; experimental and control group. After the pretest and treatment, it was discovered that the experimental group did better in the posttest. Thus, it was claimed that the use of dictogloss technique improves students' narrative writing skill.

Yeganeh (2015) conducted a study entitled *A comparison of the effects of dictogloss and oral dialogue journal techniques on Iranian EFL learners' acquisition of request speech act*. The study was to compare the impacts of dictogloss and oral dialogue journal on Iranian EFL learners' pragmatic competence in terms of acquisition of request speech act. The findings show that the two techniques helped improve the learners' pragmatic competence in terms of acquisition of request speech act, yet, dictogloss showed more significant help than did oral dialogue journal. Thus, it was asserted that dictogloss is more effective than oral dialogue journal in boosting learners' pragmatic competence in terms of acquisition of request speech act.

Kooshafar, Youhanee and Amirian (2012) undertook a quantitative study under the title *The effect of dictogloss technique on learners' writing improvement in terms of writing coherent texts*. They found that the learners showed significant progress in writing coherent texts after they were taught through dictogloss technique. Accordingly, the researchers

claimed that the use of dictogloss technique has positive effects on learners' coherent text writing ability.

METHOD

The research would be employed a single case and would applied qualitative research technique. This type of resarch is commonly classified according to how data are collected that is through observation and interview. This research was conducted in MTs Al-Ikhlâs Ujung Bone academic year 2018/2019. The population of this research were the ninth grade of MTs Al-Ikhlâs Ujung Bone and English teachers of MTs Al-Ikhlâs Ujung Bone.

The research conducted the data collection through the following procedure;

- The researcher attends the subject's class as an external observer; he is not involved in any activities held in the classroom during the teaching and learning process. While observing, the researcher fills the observation form based on what he finds in the teaching and learning process dealing with the teacher's use of dictogloss technique in teaching narrative writing. The researcher takes this step over and over until he meets the saturated data.
- The researcher interviews both the teacher and students.

Following the interactive model propounded by Miles, Huberman and Saldana (2014), the data analysis is carried out through the following steps;

1. Data Condensation

This step involves selecting and coding the data before the display. The researcher only picks the data relevant to the research questions.

2. Data Display

In this step, the coded data, which deal with how the teacher uses dictogloss technique in teaching narrative writing, the problems faced by the teacher in using dictogloss technique in teaching narrative writing and students' perceptions on the teacher's use of dictogloss technique in teaching narrative writing, are displayed in the form of table, chart and narrative text.

3. Conclusion Drawing and Verification

This step deals with concluding or interpreting the displayed data based on the research objectives. As the final part of this step, the conclusions are confirmed through verification.

FINDING AND DISCUSSIONS

1. The teacher used dictogloss technique in teaching narrative writing

Teacher used dictogloss teaching narrative writing, the teacher asked the students questions through one teacher use dictogloss technique; Teacher does preparation, Teacher reads the text aloud once but normal speed as students listen but do not write, Teacher reads again the text at normal speed and students take note, Students work in groups of two- four to reconstruct the text in full sentences, and By teacher's help, students identify similarities and differences in terms of meaning and form between their text reconstructions and the original

2. The Problems Faced Using Dictogloss Technique In Teaching Narrative Writing

Teacher provided a short review lesson on the grammatical form being emphasized. Ask students to listen carefully, and read the text at normal speed. Ask students to take notes, and read the text once again. Have pairs of students work together for approximately 20-25 minutes to reconstruct the dictogloss. Remind them that they should try to write their text so that it will be as close to the original as possible in grammar and content. Select at least one student example and use it to engage in whole-class discussion with particular focus on the grammatical form emphasized. The students' works should be compared with the original dictogloss.

3. The students' perceive the teacher used of dictogloss technique in teaching narrative writing

It is so common that one social phenomenon results in different perceptions. This is how we have perception categories. Regarding this, Demuth (2013) mentioned that one's perception on a phenomenon can be categorized as positive or negative, good or bad, etc. Conclusively. The extracts below cover how the teacher employed that exploration of students' perception on the teacher's use of dictogloss technique in teaching narrative writing.

CONCLUSION

The following are concluding statements which are drawn based on the findings;

- Dictogloss was an important part of the teacher's strategy in teaching narrative writing.
- The teacher used of dictogloss technique in teaching was due to belief that teaching the narrative writing in learning process in the EFL classroom could go smoothly through interactive communication

- The students have positive perception on the revitalizing dictogloss Technique in teaching narrative writing and learning process in the EFL classroom.

It is no doubt that the Revitalizing Dictogloss Technique in Teaching Narrative Writing positively contributed towards the narrative writing teaching and learning process in the EFL classroom. The research findings reveal that the Revitalizing Dictogloss Technique in Teaching Narrative Writing was something positive to the teaching and learning process; it built and maintain the classroom interaction, helped the students understand the concept of narrative writing, stimulated the students' critical thinking and helped the students develop their ideas in the writing practice. Thus, EFL teachers are expected to strengthen their questioning knowledge and skill for better writing teaching in the classroom.

Revitalizing Dictogloss Technique in Teaching Narrative Writing in teaching writing is not a new "song", yet, it is never too old to be "sung" on the scientific stage. Now that the research has been completed, the researcher can see that there are still some spots in the issue left untouched. Thus, other researchers are expected to focus on the impacts of Revitalizing Dictogloss Technique in Teaching Narrative Writing on students' writing quality.

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